DOCUMENT RESUME

ED 197 912 RC 012 507

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TITLE Choices & Careers: Free to Choose: Growing Up-Unit for Girls. Leaders Guide.
INSTITUTION Wisconsin Univ., Madison, Univ. Extension.
SPONS AGENCY Extension Service (DOA), Washington, D.C.
PUB DATE 78
NOTE 63p.: For related documents, see ED 158 936-944 and RC 012 455-470.
AVAILABLE FROM Women's Education Resources, Univ. of Wisconsin Extension, 430 Lowell Hall, 610 Langdon St., Madison, WI 53589 ($2.00).

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Adolescents; American Indian Culture; *American Indian Education; American Indians; Athletics; Career Choice; Decision Making; *Females; *Individual Development; Leaders Guides; Learning Activities; *Maturity (Individuals); Physical Development; Role Perception; Self Concept; *Sex Role; Sex Stereotypes
IDENTIFIERS *Career Development Project for Tribal Girls

ABSTRACT

Emphasizing individual development and exploring the conflicts that American Indian girls may face because of societally or individually imposed sex roles, this leaders' guide for "Growing Up-Unit for Girls" includes concepts, objectives, background information, and learning experiences for the unit. There are learning experiences for girls ages 9 to 11, 12 to 14, and 15 to 18. Concepts to be taught in the unit include: (1) the growing up years should include preparation for a career; (2) each girl grows at her own rate; (3) girls need to be proud of their bodies as they are; (4) women have not had equal opportunities in athletics; (5) one of the myths of society is that girls are to be successful as housewives and men are to be successful in the world of work; (6) there are childbearing practices that affect how girls see themselves and how they act; and (7) some people label men and women with different kinds of characteristics. The learning experiences are geared to prevent girls from becoming victims of stereotypical images and roles and to encourage them to think for themselves, to have pride in themselves, and to develop their individuality. The guide includes a set of silhouettes depicting changes in feminine attire from 1850 to the present and a series of sketches showing traditional activities of Indian women and career opportunities that are now available. (CM)

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Choices & Careers

Free To Choose

Leaders Guide

Growing Up-Unit for Girls

by Cathaleen Finley

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RC 012507

Cooperative Extension Programs
University of Wisconsin-Extension

W2GX1
1978

Growing Up-Unit for Girls

Concept Women can expect to work for pay. The growing up years should include preparation for a career.

Objective

Girls will realize that they will work for pay.

Background Information

Nine out of 10 women will work for pay during their lifetime. Many women work to support their families either because they are heads of their houshold or because their husbands don't earn adequate incomes. Today the average American woman lives until age 75. Six out of 10 women will work at least 30 years outside the home. Over half the women who are employed are married.

Girls are usually not helped to deal with these cold hard facts as they are growing up. For example, as girls physically mature they fuss over whether or not they fit the image of womanhood, they may have ambivalent feelings about their sexuality, they tend to excel less in high school than they did in grade school, and they put a great deal of effort into attracting a male.

Learning Experiences

For Girls 12-14 Years Old

1. Use slides showing women doing "housewife" tasks. Comment on the slides as you show them. After showing the slides, ask the girls how much time they plan to spend doing such tasks in their lifetime. They might answer: on weekends, in the evening after work, all day, etc. Ask the girls what other types of things they plan

to do. Hopefully, they will answer work, or doing a specific type of work. Ask them what they need to do to prepare for such work.

List of Slides

1. Woman cleaning up after men. Note: Men can clean up after themselves.
2. Stack of clothes on a chair. Note: Children can help.
3. Woman with a heap of laundry. Note: With modern washing machines, women do not need to spend as much time doing laundry as they used to.
4. Stack of dishes in a sink. Note: Everyone can help do dishes.
5. Two women with dish of jello. Note: It doesn't take all day to prepare food.
6. Women dusting. Note: Dusting doesn't take very long and everyone can help.
7. Shampoo ad. Note: Do women spend too much time on making themselves "beautiful"?
8. Caring for small child. Note: At the most, it takes eighteen years to raise a child. You can expect to live to be 75.

Note: Rather then using the slides, you may substitute advertisements from magazines that have similar themes.

2. Have the girls make up a mystery girl who is 12 years old. Have the girls break up into groups of three or four. Have each discuss one or all of the following:
   a. The things she likes to do for fun
   b. The subjects she likes to study
   c. The kind of work she will do when she is grown up
   d. The children she might have in the future.

How much time will she spend on each task?

Discuss which story is the most likely to happen.

For Girls 15-18 Years Old

1. Have the girls answer the activity sheet "What Do You Think?" on page 7 of Book III. Following are some comments on the questions:

   1. One-half of the U. S. Senators are women.

      At this time, no women serve in the U. S. Senate.

   2. Racial and ethnic minorities are proportionately represented in the U. S. Senate.

      At this time, they are not. At the present time, white males are the majority.

   3. One-half of the elected local officials are women.

      How many women are on your tribal council, city council, or county board?

   4. A substantial number of radio and TV newscasters and news analysts are women.

      How many can the girls name?

   5. An Indian woman is U. S. Commissioner of Education.

      Compare this to the advantage of having Indian people staffing special Indian programs.

   6. Integrated teams represent schools in most competitive sports activities.

      What school teams are integrated by sex and/or race?

   7. Academic achievement of female students no longer shows a decline at junior high school level.

      Are girls aware of this? You might discuss why they think this is true.

   8. Men and women of all races with the same job responsibilities earn equal pay.

      Today white men earn the most, minority men earn the next amount of income, white women are third, and minority women are at the bottom of the list.

9. One-half of the principals of elementary schools are women.

   Most elementary school teachers are women, and most elementary school principals are men.

10. American society accepts and encourages many cultures and many values.

    Different cultures and different values are not always equally accepted by society.

2. Have girls answer the activity sheet "How Do Women Rate as Workers?" on page 8 of Book III. Discuss their answers. What do those facts mean in terms of their own lives? Following are some comments:

1. Nine out of 10 girls will work at some time in their lives.

   True.

2. Many women work because of economic need.

   True. About three-fifths of all women workers are single, widowed, divorced, or separated, or have husbands whose earnings are less than $7,000 a year.

3. More than half of all women 18 to 64 years of age are workers.

   True.

4. Labor force participation is highest among women 18 to 24, and 35 to 54 years of age. The median age of women workers is 36 years.

   True.

5. The number of working mothers (women with children under 18) has increased about ninefold since 1940.

   True. They now number 13.0 million, an increase of 3.7 million in the last decade.

6. Women workers are concentrated in low-paying, dead-end jobs.

   True. As a result, the average woman worker earns less than three-fifths of what a man does, even when both work full-time year-round.

7. Of all women workers, one out of 10 is a family head; one out of five minority women workers is a family head.

   True.

8. Among all poor families, more than two out of five are headed by women.

   True.

9. It is frequently the wife's earnings that raise a family out of poverty.

   True.

10. Women are 77 percent of all clerical workers, but only 1 percent of professional workers such as professors, editors, physicians, and attorneys.

    True.

11. Fully employed women high school graduates (with no college education) have less income on the average than fully employed men who have not completed elementary school.

    True.

Concept Each girl grows at her own rate.

Objectives

1. Girls will understand that each person grows at her own rate.
2. Girls will develop a healthy attitude toward menstruation.

Background Information

During preadolescence and early adolescence, girls become aware of the physical changes taking place in their bodies. Usually there is an increase in the rate of growth, there is hair development in the genital area and underarms, menstruation starts, and breasts begin to develop.

Each girl grows at her own individual rate. This sometimes presents a problem for girls. The girl who is suddenly taller than everyone else, or the girl who suddenly has the largest bust in her class may feel uncomfortable and unsure of herself. The girl whose

breasts haven't started to develop or one who doesn't seem to grow taller may think that she is a misfit. Younger girls may suddenly find themselves taller than all the boys in their class. Girls need help in understanding that each girl grows at her own rate, and that she is normal.

For some girls, this transition period can be quite worrisome. Girls need to realize that each one will move through the various stages of growth according to her own timetable and that each girl will end up being a fully mature woman.

To complicate the matter of growing up, many girls get the idea from various sources that there is something shameful about a woman's sexuality. They may be troubled by changes that are taking place in their bodies. These ideas scare girls, worry parents, and add to a sense of alienation and mystery that women have about their own bodies.

Oftentimes, young girls develop negative attitudes toward menstruation. They learn to describe it with such loaded words as "being sick" or "having the curse." Such attitudes are part of the mythology that women are unclean. They hint at a negative attitude toward all the processes connected with childbirth, sexuality, and the female body. Compare this attitude with the attitude that existed among many tribes when menstruation was considered girls' rites of passage into the adult world, equal in importance to the rites of passage held for young boys. In some tribes, menstruating women usually occupied a separate lodge, had a special diet, and were relieved of work during their menstrual period. Menstruation used to be a time of relaxation and rest, a time to occupy oneself at the things one liked to do, whether it was weaving, dressing a skin, or gazing into space to dream one's own special dreams.

Menstruation need not be scary, embarrassing, or mysterious for

young girls. Girls need not feel confused or ashamed of the menstrual blood that appears every month. Oftentimes a girl's internal body processes are a mystery to her and surface only to cause her such trouble as an unplanned pregnancy. The attitude that the body function of menstruation is painful, bothersome, or unattractive seems to carry over to many people's attitude toward the rest of the childbirth cycle. Girls should view menstruation as a perfectly natural, normal function. It might be useful to help girls deal with some of the myths of menstruation. Help them understand that it is normal, that it is not an illness or a curse, and that life should go on as usual.

Learning Experiences

For Girls 9-11 Years Old

1. Have the girls think of their three best friends. Have them draw pictures of them, or draw pictures of themselves and their best friends. After they draw the pictures, have the girls think of how they and their friends are alike or different. Do they have the same shapes? Are they equally tall or short? Is their hair alike? Do they like to do the same kinds of things? Do they all do well in the same subjects at school? Ask the girls what is nice about being different. Would it be dull if all were alike? Why?

For Girls 9-11, 12-14, and 15-18 Years Old

1. Have the girls ask older women in the tribe about customs of the past dealing with menstruation. Have the girls share these stories with others in the group.
2. Discuss with girls the information on menstruation that is in Book II.
3. Use the quiz on menstruation for promoting discussion. All the

answers are true. The quiz is on page 6 of Book I, page 8 of Book II, and page 9 of Book III.

Concept Many forces tell a girl that she needs to improve or change her body image, thus lessening her self-concept. Girls need to be proud of their bodies as they are.

Objective

Girls will respect their bodies.

Background Information

Most women and young girls are victims of that image "out there" of how a woman is supposed to look. While fashions change from time to time, women often attempt to make themselves fit the current fashionable image. While girls may be comfortable in jeans and tops today, think of how uncomfortable they could be teetering on six-inch platform shoes. Some of you may remember the horrors of the "Merry Widow" and think of women who used to lace themselves in corsets. Do you ever wonder how you used to go barelegged in below-zero weather?

In ancient Tahiti, most women of power were encouraged to be fat. In our culture women are rewarded for being small, thin, skinny, and without muscles. The social hierarchy is upset if the woman in a couple is taller than the man. We need to help girls so they are proud of their bodies. Part of this pride comes from understanding their bodies.

A girl's self-image and body image are crucial parts of her self-concept. Both the mass media and religion have influenced how we feel about our bodies. Bodies have either been seen as something shameful to be covered or as something short of beauty that needs changing.

Have you ever thought about the idea that women are valued for how they look, and men are valued for what they do? How different it is in the bird kingdom, where males are the ones with the bright plumage and fancy feathers. One report tells of a girl who had three operations and spent six months in the hospital to have her legs shortened six inches, so as she said, "I can at least have happiness, marriage, and children."

Advertising has something to do with how women feel they must look and men expect them to look. Men learn to be highly aware of a woman's body, face, and clothes, and this influences their ability to relate to women as persons. Stereotypes distort men's and women's perceptions of each other as well as of themselves.

Girls tend to worry about freckles, or a forehead that is too high, a body that is too short or too tall, one tooth that is crooked, wearing glasses, a nose that is too small or too large, breasts that are too big or too small, stomachs that are too fat, or legs that are too boney. Many young girls have inferiority complexes or feel inadequate about their bodies. They need help in understanding that there is beauty in being tall, or in having freckles, and that each person is an individual, that having a crooked tooth is what makes a person an individual, and that being an individual is what gives one an identity all her own. Think of the sadness of the girl with poor eyesight who refuses to wear glasses when a man is around.

Girls need help in understanding that all the wishing in the world will not make the short tall, the fair dark, or the large-boned dainty. They need help in accepting the realities of their own bodies. How can the teenager know for sure who she is when her body grows inches in a year and presents her with new and puzzling impulses? Sometimes

pressures cause girls to concentrate on their most external aspects, at a time when the inner demands for self-definition are very important. Although we do see a greater casualness in dress today in teenagers, some of this comes from a revolution against what used to be. The similarity of dress tells us that outside forces still tell one how to dress.

With the influence of mass media, there always seems to be something for girls to measure up to—whether it is longer eyelashes, longer hair, or slimmer waists. Family, friends, TV, movies—all tell girls to fulfill the current popular image. Girls receive little encouragement to love their bodies as they are. But remember that men, not women, control the mass media.

Frequently, women are judged in terms of their appearance, particularly their youthfulness. This is one reason why girls have a difficult time growing up and women have a difficult time growing old gracefully. Consider the difference between this idea and the value most tribes place on aging and the elderly.

Learning Experiences

For Girls 9-11, 12-14, and 15-18 Years Old

1. Show the girls sketches of women's clothing, starting with traditional dress of Indian women and going from the middle 1900's to 1975. Have the girls talk about how each of these fashions restricted a woman's body and how each emphasized a certain part of a woman's body. Some comments on the sketches:

   Traditional Indian dress - Note how easy it would be to move in, how it doesn't accent any part of the body, how it doesn't restrict the body.

1850 - Do you think it would be comfortable to wear a hoop under a skirt? How could one easily sit down with a hoop? Of course, the full skirt emphasized a tiny waist. Bodices in those days were tight and buttoned to the neck.

1870 - Why do you suppose the woman wore a tree on her head? Notice how the tight cuffs would restrict arm movement. Do you really think women had such tiny waists? Is a corset responsible?

1880 - By this time, women had done away with hoops, but note all the padding for the bustle. Of course, this emphasized a woman's behind. It was probably hard to move easily with a long skirt trailing behind.

1890 - Note the tiny waist. Partly this was an illusion created by the full sleeves and full skirt. How did a woman breathe? Why would a woman wear a bird on her head? Note the high neckline.

1900 - What an unnatural posture! The posture created emphasis on both the bosom and the derriere. The long skirt and tight fit must have made moving easily a difficult task.

1910 - The hobble skirt! How could a woman run?

1920 - By this time, women were about to get the right to vote. Loose easy short skirts reflected the mood of women. But that casual style didn't last long.

1940 - The war was on. Women needed to work, and supplies were short. Thus, skirts were short and narrow. At this time women's shoulders were emphasized. In part this had to do with their active part in fighting the war. But notice how the woman's face is covered with a veil. How will she ever be able to eat?

1947 - By 1947 the war was over and new fashions were on their way. Legs were again covered, waists emphasized, and bosoms with tight fitting bodices were evident.

1950 - The formals women wore again emphasized their bosoms, and for some, moving without care could mean they might lose their dresses.

1950 - Girls went to great lengths to accumulate a number of petticoats to wear under their can-can skirts. These weren't so comfortable.

1958 - Tight pants, which fit like a second skin, revealed a woman's legs.

1965 - For some, the tighter, the better. Such skirts emphasized the derriere, but they made freedom of movement difficult.

1970 - Women thought they were free with the mini skirt. But really it emphasized their legs and made running and sitting a potential hazard.

1975 - Women's attempt to de-emphasize female sexuality. Comfortable, except for the heavy shoes.

How do girls feel they must look today? Do they feel they have lots of choices in how they may look?

2. Have the girls, their parents, others in the community, or yourself find old garments such as corsets, pointed-toed shoes, long narrow skirts, etc. Share these with the group and discuss how they restricted a woman's body and how each emphasized a certain part of a woman's body.

3. Have girls think of TV commercials. How do the commercials make women look and act? Do the girls try to look or act like women in the commercials? In what way? Why, or why not?

Concept

Women have not had equal opportunities in athletics. Often, women do not take pride in strong bodies. A strong body can help a girl face the world with courage.

Objectives

1. Girls will appreciate having a strong body.
2. Girls will participate in some athletic activity either as individuals or in a group.

Background Information

The idea that girls should be "delicate beings" has been reinforced by athletic programs or the lack of such programs for girls in school. Despite this, some women are stronger than some men. There may be a greater difference among the sexes than between the sexes. Girls should have a chance to learn swimming, bowling, and other activities in which they can easily continue to participate as adults. Also, if given a chance to play football, baseball, and basketball, they too could enjoy more of the spectator interest in watching professional sports, thus having something else to share with men.

With the coming of Title IX, a federal regulation which says that there will be no sex discrimination in athletic or physical education programs receiving federal financial assistance, there will be more opportunities for girls' athletics.

However, all athletic activities needn't be part of the school system. What programs does your community have for young girls? Is the community building available to girls on the same basis as boys?

How much time do girls spend in physical activity compared to boys? It is with physical exercise that girls develop strong, healthy bodies; that they learn to know their bodies and to develop a sense of pride in them. Have you ever heard the saying, "I am my body?" How many of the girls in your community spend time swimming, hiking, or biking? It is important that girls realize that they can be physically active in individual sports, not just team sports.

In subtle ways, girls are warned not to compete with boys or they won't be like girls. The irony of all this is that girls become cheerleaders for the boys' teams, thus fostering the notion that girls are

not to be independent, but rather supportive of males.

There are a number of reasons why girls don't exercise. Some believe that having muscles will scare away boys. Others hear adults make comments such as, "Aren't you a little tomboy," or "Boys won't like you if you beat them at basketball." Or they may hear someone say to a boy, "Ah, you throw just like a girl."

A Menominee woman told this story about becoming a young woman:

> "I think I was about thirteen or so, playing in the back yard with my brother and we were making little roads in the sand, and my grandmother came out and said to me that she thought it was about time that I came in and started acting like a young lady."

Picture a woman trying to work and to enter into equal and satisfactory relationships with other people, when she feels weak because she has never needed to be strong, or when she drains her energy trying to change her face and figure to match some ideal norm set by someone other than herself. That's what this is all about—to help young girls develop strength and pride in their bodies so that they will be able to enter the work world on an equal basis with men.

Learning Experiences

For Girls 9-11, 12-14, and 15-18 Years Old

1. Ask the girls how many take part in some kind of athletic activity. Why, or why not? Are they able to use the community building for sports? Do they want to? How can this be arranged? Do they have an interest in forming a team of some kind or in arranging for activities for individual sports?

   Note: Some girls are more comfortable with individual sports, such as swimming or hiking, rather than team sports, such as volleyball or softball.

2. Show the girls the sketches of women doing different kinds of work from the past, present, and future. The sketches illustrate the following:

   Preparing food
   Raising food
   Building a home
   Tanning a hide
   Carrying laundry
   Carrying a child
   Doing carpentry work
   Lifting packages

   Have the girls add to the list of what women have done and do. Ask them in what ways such tasks take strength. Have girls talk about the kinds of characteristics that are needed for these activities.

3. Have the girls make lists of what they could do to help make themselves stronger.

4. Girls also need to develop other strengths in addition to physical strengths. Show the girls the sketches of women:

   Making pottery
   Painting
   Working in a science laboratory
   Working in an office with papers
   Standing in front of a group of people
   Being a physician
   Being an attorney
   Being a judge

   What kinds of strengths do these activities take? How do girls develop such strengths?

   Note: The idea of strength is really stressed in the materials for the girls.

Concept	One of the myths of society is that girls are to be successful as housewives and men are to be successful in the world of work.

Objectives

1. Girls will understand that chances are that they will be in the world of work.
2. Girls will understand that they will play roles other than that of a mother.

Background Information

Think about these statements:

> Masculinity means success in the marketplace, while femininity means success in love relationships and maternity.
>
> The more successful a women is in her work, the more afraid society is that a woman has lost her femininity, and therefore must be a failure as a wife and mother; but the more successful a man is in his work, the more attractive he becomes as a spouse and father.
>
> Studying cannot make a woman happy. Women are out of place in positions of authority. Women's lives are dedicated to chores that are dull and easy. Girls are useful for housekeeping and reproduction.
>
> Men are punished for being failures, while women are punished for being successes.

What do such statements reflect about the conflicts girls may fight, if they strive to be independent women using their own special talents in a way best suited to themselves?

One research study showed that the most successful college women have a fear of success, believing that if they are successful in a career they cannot be successful in love. How often do women hear that they should just work for men and not try to be in a leadership role? Despite changes in the status of women, many women and girls still believe that they should be docile, and that attracting men is their main task in life.

Have you ever thought that no one, male or female, can derive total gratification simply from pleasing a member of the opposite sex? If a young girl really believes that and acts accordingly, she is doomed to disappointment in life.

Through the learning experiences provided for girls, it is hoped that they will see themselves with talents and abilities that can be used in the world of work.

Learning Experiences

For Girls 9-11 Years Old

1. Have them complete the sentence, "What I like most about being a girl . . . ." Have the girls share their answers.
2. Have the girls look at nursery rhymes. You might use the following:

I had a little hen,
The prettiest ever seen;
She washed up the dishes,
And kept the house clean;
She went to the mill
To fetch me some flour;
And always got home
In less than an hour;
She baked me my bread,
She brewed me my ale;
She sat by the fire
And told a fine tale.

Mistress Mary, quite contrary,
How does your garden grow?
With silver bells and cockle shells,
And pretty maids all in a row.

Little Miss Muffet
Sat on a tuffet,
Eating her curds and whey;
There came a big spider,
Who sat down beside her;
And frightened Miss Muffet away.

Oh, dear, what can the matter be?
Oh, dear, what can the matter be?
Oh, dear, what can the matter be?
Johnny's so long at the Fair!
He promised he'd buy me a bunch of blue ribbons,

He promised he'd buy me a bunch of blue ribbons,
He promised he'd buy me a bunch of blue ribbons,
To tie up my bonny brown hair.

What are little boys made of, made of?
What are little boys made of?
Frogs and snails, and puppy-dogs' tails,
That's what little boys are made of.
What are little girls made of, made of?
What are little girls made of?
Sugar and spice, and all that's nice;
That's what little girls are made of.

Bobby Shafto's gone to sea,
Silver buckles at his knee;
He'll come back and marry me;
Bonny Bobby Shafto!
Bobby Shafto's fat and fair,
Combing down his yellow hair;
He's my love for evermore,
Bonny Bobby Shafto!

There was an old woman who lived in a shoe.
She had so many children she didn't know what to do.
She gave them some broth without any bread,
And whipped them all soundly and sent them to bed.

Polly, put the kettle on,
Polly, put the kettle on,
Polly, put the kettle on,
We'll all have tea.
Sukey, take it off again,
Sukey, take it off again,
Sukey, take it off again,
They've all gone away.

Peter, Peter, pumpkin eater,
Had a wife and couldn't keep her;
He put her in a pumpkin shell
And there he kept her very well.

Little maid, pretty maid, whither goest thou?
Down in the meadow to milk my cow.
Shall I go with thee? No, not now;
When I send for thee, then come thou.

Pussy cat, pussy cat,
Wilt thou be mine?
Thou shalt not wash dishes
Nor yet feed the swine,
But sit on a cushion
And sew a fine seam
And feed upon strawberries,
Sugar and cream.

Ask the group what these rhymes say about girls and women. Are they like that? Are they different? How could they be different?

For Girls 12-14 and 15-18 Years Old

Have the girls pretend they are boys. Have them describe their future when they grow up. Why couldn't their own future be similar? What difference does it make because they are girls?

Concept There are childbearing practices that affect how girls see themselves and how they act.

Objective

Girls will see themselves as persons who are capable of becoming independent individuals.

Background Information

Some writers say women are raised to be nice to everyone, to please everyone, and that teenage girls try to become selfless, sweet, passive, and dependent. Studies show that boys are encouraged to be aggressive and independent, while girls are rewarded for being passive and dependent.

One theory is that girls are able to remain dependent and infantile longer than boys, because the dependency, fear, and affection-seeking that are normal in early childhood for both sexes are defined as feminine in older children. Frequently childrearing patterns provide more affection, protection, and restriction for girls than for boys. Such childrearing practices encourage dependency in girls. One study shows that girl babies receive more tender care than boy babies. Somehow many girls learn to be submissive to the male. Literature is full

of examples of little boys playing as doctors and little girls playing as nurses. Is this happening in the day-care center of head-start center in your community?

In one study, three-year-olds were shown a series of photographs of boys and girls and were asked, "Which of these children will grow up to be a doctor, a dentist, a secretary?" With a series of pictures of adults, they were told, "All these people are scientists; who is the best?" The children were also tested for intelligence. The brightest children were most likely to see boys growing up to be doctors and dentists and grown-up males being the best scientists. What does each study tell us about our society? Do you think that the research results would be the same in your community?

About 90 percent of elementary school teachers are women, yet 97 percent of elementary principals are men. What does that situation say about who should have higher expectations for advancement in their careers? And how many Indian teachers, compared to teachers' aids, do girls in your community see?

Sometimes a poor feeling about one's self occurs when there is a strong need to have others like one, and girls fear the loss of love, for that could destroy their self-worth. This fear tends to guide young girls' behavior. Girls tend to play to a person or people to win approval and praise. Girls tend to value themselves in terms of how others see them rather than how they see themselves. A sense of worth which is dependent on the judgement of others implies that girls are not independent.

For many girls, their future expectations are focused upon marriage. Sullerot writes that "emotionally, marriage is a girl's only goal and wherever she turns this will be reinforced. There will

be few counterpressures encouraging her to think of other aims. She may even fear that if she chooses a job with a future it will reduce her chance of marriage. Girls don't pick jobs by asking themselves whether they would like to continue working at this if they did not marry. They are so eager to get the ring on their finger and thus become socially acceptable that they will not tempt fate by even considering that they may fail to find a husband."

One research study shows evidence that parents begin to evaluate their daughters in terms of some abstract standard of femininity with an emphasis on marriage. Remember that how a woman sees herself tends to be dependent on sexual and maternal success. Haven't you heard people say, "A girl doesn't need as much education as a boy, but she should be prepared in case something awful happens; for example: she doesn't get married, or she doesn't have children, or she gets divorced, or her husband dies." Girls hear that finding a man should receive top priority.

When a girl begins to see herself developing as a whole person with many choices rather than being half a person without a man she will work through her own interests and develop a life style of her own.

Learning Experiences

For Girls 9-11, 12-14, and 15-18 Years Old

1. Have girls do activity sheet, "What Makes Me Me?" on page 7 of Book I, on page 9 of Book II, and on page 10 of Book III. Discuss their answers with them. What makes girls different from one another?

For Girls 12-14 and 15-18 Years Old

1. Have girls write a story or tell about the woman they admire the most. What kind of characteristics does the woman have?

   Note: Girls who have mothers who are employed are likely to write about their mother.

2. Have girls discuss sexually stereotyped elements in the classic Cinderella. Some of them are:

   She seems extraordinarily self-sacrificing and meek. Her living and working conditions are exceedingly harsh, yet she seldom complains and never gets angry. Actually, she takes hardly any initiative.

   Her general appearance is surprisingly attractive considering the fact that she does so much housework.

   At the ball, she is content to dance with the prince the entire evening, although the only thing he seems to appreciate about her is her good looks.

   She has been specifically warned to leave by midnight, yet she "forgets" and dashes off in a tizzy, losing one shoe.

   Finally, when the prince comes around and proposes marriage (as her foot fits the magic slipper), she accepts on the spot, after only one "date." (Cinderella is apparently under the impression that it is necessary to marry a man once a girl falls in love with him—if this is love,)

   On the basis of that first meeting, we are led to believe, Cinderella and the prince live happily ever after.

   Cinderella's stepmother is the stereotypical mean old stepmother.

   Cinderella has a fairy godmother. (Why are all such benefactors fairy godmothers? How about a few fairy godfathers?)

   Cinderella's stepmother and stepsisters do not recognize her when she is dressed up at the ball. Can clothes really change one's appearance that much? Can't an attractive woman be attractive in simple clothes and recognizable in fancy ones?

   The prince evidently judges women primarily on the basis of shoe size and general appearance. Also, he seems somewhat ignorant about the dimensions of female feet. Surely, Cinderella is not the only woman in the kingdom wearing that particular shoe size!

   Have the girls try to tell the story without any stereotypes.

Which is the better version? Next ask the group to select some favorite children's classics of their own and do as follows:

a. Identify the sexually stereotyped parts.

b. Destereotype them.

c. Retell the story in a version free of sexual bias.

Concept Some people label men and women with different kinds of characteristics.

Objective

Girls will understand that they can have the same kinds of characteristics that boys have.

Background Information

There are many words used to describe the characteristics of men and women. In one study, mental health practitioners were asked to describe a mature well-adjusted man, a mature well-adjusted woman, and a mature well-adjusted person. The descriptions for the well-adjusted person and well-adjusted man coincided. However, the description of the well-adjusted woman showed her as more submissive, less independent, less adventuresome, less competitive, less aggressive, and more emotional and excitable. These studies seem to suggest a number of factors that might be against women feeling very good about themselves as achieving, motivated, and participating human beings.

Consider how people with similar ideas affect young girls as they are growing up and as they try to become independent young women. Studies have indicated that by the time a child is five, little boys have learned that crying is for girls only and that playing with dolls

is sissy.

We need to remember that men are human beings and have weaknesses. If girls are raised to see men as very strong, it is a great shock for them when they marry and discover that they are not such sturdy oaks.

The differences between the sexes are lessened in the Soviet Union where one-third of the engineers are women and three-fourths of the physicians are women. In this country 1 percent of engineers are women and 7 percent of physicians are women.

Despite how women may be viewed, think of how women have plowed in the cotton fields, carried baskets of wet wash from tub to line, carried water for miles, carried small children, pitched hay. Think of the things Indian women have done in the past that show their great physical spirit and their great strength. Wild ricing, raising and gathering and storing food, and caring for the sick all called for strength.

Learning Experiences

For Girls 12-14 and 15-18 Years Old

1. Use the pack of characteristic cards. Hold up the cards and ask the girls if each characteristic is more important for a woman to have, or more important for a man, or equally important for either sex. Or you might pass out the cards to the girls and have them decide in groups of three or four girls. Ask them why they made the choice they did. Stress the point that the characteristics are equally important for both sexes and are dependent on the individual, not the sex.

   Following are the characteristics on the cards:

Cooperative	Friendly	Polite	Strong
Pleasant	Curious	Carefree	Sentimental

Confident	Kind	Trustworthy	Courageous
Considerate	Sensitive	Poised	Aggressive
Clean	Calm	Daring	Inventive
Obliging	Mental Ability	Adventuresome	Follower
Responsible	Independent	Leader	Reliable
Quiet	Active	Creative	Physical Strength
Honest	Imaginative	Fun Loving	Problem Solver
Doer	Competitive	Loving Nature	Efficient
Emotional	Sympathetic	Dependable	Neat
Bystander	Disciplined	Physical Attractiveness	

2. Have the girls, either individually or in groups of three or four or as a total group, list characteristics they think are important for women to have, for men to have, and for both to have. Have the girls share their lists.

For Girls 15-18 Years Old

1. Use the pack of degrading statements regarding women. Have the girls look at the cards, discuss them by twos or threes, and then have the total group discuss their reaction to them.

   Following are the statements on the cards:

   "Women are to be talked to as below men and above children." — Lord Chesterfield (1748).

   "Women were created for the comfort of men."—Hewell, Familiar Letters: To Sergeant D.

   "I expect women will be the last thing civilized by man." —George Meredith; The Ordeal of Richard Feverel, Chapter 1.

   "There is no evil so terrible as a woman." —Euripides.

   "Women are not a hobby--they're a calamity." —Alexander Brailowsky (1931).

   "A wise woman is twice a fool." —Erasmus.

   "I thank thee, O Lord, that thou hast not created me a women." — Daily Orthodox Jewish Prayer (for a male).

   "Regard the Society of women as necessary unpleasantness of social life, and avoid it as much as possible."—Count Leo Tolstoy.

   "A man in general is better pleased when he has a good dinner than when his wife talks Greek."—Samuel Johnson.

"The woman's fundamental status is that of her husband's wife, the mother of his children." —Talcott Parsons.

"Women never suffer from baldness because they never use the content of their heads." —Aristotle.

"What does a woman want?" —Freud.

"We should regard the female nature as afflicted with a natural defectiveness." —Aristotle.

"A woman's place is in the home."

"Women's talk is all chatter."

"Intelligent women are emasculating."

"If you're so smart, why aren't you married?"

"Can you type?"

"A smart woman never shows her brains."

"It is a woman's duty to make herself attractive."

"All women think about are clothes."

"No man likes an easy woman."

"Women don't understand the value of a dollar."

"Don't worry your pretty little head about that."

"Dumb broad."

"A woman's work is never done."

"All you do is cook and clean and sit around all day."

"Women are only interested in trapping some man."

Concept

At about junior high school age, girls' grades begin to drop and they begin to view themselves as preparing for the role of mate and child-bearer, rather than for a career.

Objective

Girls will pursue academic work using all their capabilities.

Background Information

By the time a girl reaches junior high school, she discovers boys. She may also discover that boys do not like smart girls and that her future success depends on attracting, catching, and holding one of these boys. Her performance in school falls and continues to fall through grade twelve. If she still harbors ambitions to be a politician or a scientist, she may be systematically counseled that those are unrealistic goals and that she should become a school teacher or a clerical worker.

Adolescence should be a time for self-discovery. But for many teenage girls it is the time for struggling to receive recognition from boyfriends. In their struggle, many girls suppress their identity—their own feelings and interests—fearful that if they allow them to emerge they will not be attractive as women. How many girls in your community have ever been told, "Don't do things better than a boy does?"

One of the things that can make growing up difficult is the set of contradictions that we thrust upon a girl. For the early part of her life, she is encouraged to compete with boys in the schoolroom, to develop her mind and her initiative. Then our curious system says she is to make sure that the male finds her attractive, and to find fulfillment in taking care of a child, a home, and a mate.

<u>On the average, girls excel in all subjects in grade school, but in high school their grades decline</u>. Boys begin to do better in high school, and by college their grades are significantly better than girls'. Also, boys become more independent while they mature, but the opposite is true for girls. Consider the study that indicated that as early as the ninth grade only 3 percent of girls chose careers in

science and engineering compared to 25 percent of the boys.

Teenagers feel pressure to conform. For some, the image of a woman is someone who is not too intelligent and somewhat emotional. Conforming to this image forces girls to do more poorly in academic subjects than they had in previous years. It is important to keep in mind that these sex differences have to do with the teenagers' orientation to life rather than their abilities.

From birth a woman regardless of her aptitudes, skills, or personality is expected to have as her chief career and source of fulfillment homemaking and childrearing. However, few persons would assert that all men are really meant to be engineers or lawyers. It is not that the jobs of homemakers and childrearers are not important. It is rather that not all women are suited for them. Some women do not find these roles sufficiently fulfilling and for most women these activities will not occupy even half of their adult lives. Without adequate educational preparation, women may be disappointed as they try to fill half their lives.

Consider the girl who wishes to find a man who can turn her on, to do for her what she cannot do for herself, to confirm her existence—as if she were made of clay. A girl may learn that it is impossible to live without someone else, particularly a man, and tremble at the thought of being alone.

What is important is to help girls see that achieving academically in junior and senior high school is important, that it is one of the keys to having a fulfilling and satisfying life as an adult.

We know that girls can expect to marry, but we need to make young women and women aware of the fact that life does not end at 40. Girls need to be made aware of those years and to do some conscious planning

for what they will be doing in the years ahead. Consistently, studies have shown that girls do not plan, that they tend not to seek occupational information, and that they lack realistic educational-occupational plans. We need to help girls prepare themselves in terms of their own goals, abilities, and preferred life styles.

Learning Experiences

For Girls 9-11, 12-14, and 15-18 Years Old

1. At home or in the meeting, have girls make a collage of some of the things that make them special persons. They can either draw this or cut out pictures in magazines, or use different kinds of seeds, or use pieces of cloth to make the collage.

For Girls 15-18 Years Old

1. Have the girls complete their Personal Coat of Arms on page 11 of Book III.

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1850

1870

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1880

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1890

1900

1910

1920

WKGX1a-8

1940

1947

1950

WKGX1a-11

1950

51

WKGX1a-12

1958

1965

53

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1970

1975

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